DOCUMENT RESUME

ED 086 288 JC 740 042

AUTHOR Hargraves, Darroll R.
TITLE Preliminary Report to the Provost: Tanana Valley Community College Developmental Study.
INSTITUTION Alaska Univ., Fairbanks.
PUB DATE 19 Nov 73
NOTE 67p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Campus Planning; College Faculty; *Community Colleges; Community Support; Educational Demand; *Educational Planning; Feasibility Studies; *Planning (Facilities); Student Characteristics
IDENTIFIERS *Alaska

ABSTRACT

This study of community colleges in general and Alaskan community colleges in particular is divided into eight areas: (1) community colleges in the United States, (2) the development of community colleges in Alaska, (3) history of the local events leading to the present development of the Tanana Valley Community College, (4) community interest in the development of a community college, (5) review of pertinent characteristics of Alaskan community colleges, (6) curriculum, (7) concerns (student population and their service by the college, justification of locating a community college in Fairbanks, advisability of employing part-time faculty, and the advisability of incorporating community college services into the University of Alaska Fairbanks campus), and (8) proposed future steps for the study. Two appendices are included: (1) 1970 feasibility study, and (3) statement of the Tanana Valley Community College Citizens Advisory Committee to the Legislative Interim Committee on Higher Education. (KM)

FILMED FROM BEST AVAILABLE COPY

ED 086288

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PRELIMINARY REPORT TO THE PROVOST:

TANANA VALLEY COMMUNITY COLLEGE

DEVELOPMENTAL STUDY

by Darroll R. Hargraves

JC 740 042

University of Alaska, Fairbanks
Fairbanks, Alaska

November 19, 1973

TABLE OF CONTENTS

I. Community Colleges in the United States 1

II. The Development of Community Colleges in Alaska . . . 5

III. History of the Local Events Leading to the Present Development of the Tanana Valley Community College . 10

IV. Community Interest in the Development of a Community College 16

V. Review of Pertinent Characteristics of Alaskan Community Colleges 19

VI. Curriculum 25

VII. Concerns 31

- A. Who are the students served by community colleges and how are they served?
- B. Is a community college justified in Fairbanks when the University of Alaska Campus is already located there?
- C. Will the employment of part-time faculty weaken the community college program?
- D. Why not just incorporate some community college type services into the existing University of Alaska Fairbanks campus?

VIII. Where Do We Go from Here? 43

APPENDIX A: 1970 Feasibility Study 44

APPENDIX B: Statement of the Tanana Valley Community College Citizens Advisory Committee to the Legislative Interim Committee on Higher Education. 59

I. Community Colleges in the United States

Throughout the history of the two-year college movement, originally called the "junior college movement" there have been varying concepts and ideas regarding the philosophy and the position of that level of higher education. At various times throughout the movement, community colleges have been viewed as glorified high schools, extensions of the public high schools by two years of advanced educational opportunity. Other ideas of the community college have evolved from the concept that this level of education is a diluted form of the university, four-year and higher, educational program. To say that the community college is one or the other of these is as wrong as to say that it has none of the characteristics of either.

The two-year college concept was discussed on midwestern university campuses for almost half a century, and the first two-year college materialized at Joliet, Illinois, in 1901. This college was viewed originally as a means of removing from the university the burden of the first two years of college level work, and also as a very effective means of providing education for students who could not attend the larger university centers.

In the years that followed, similar two-year colleges began to be established throughout the United States. During the 1920's, a new element was introduced into the two-year college concept. During this time, many of the two-year junior colleges began to assume certain community service functions, including the extension of educational opportunities to many people who could not come to the campus for higher education. The colleges demonstrated that they could operate under less rigid rules and traditions, and could, therefore, provide in addition to academic courses various kinds of non-academic training which were very much needed. Many vocational, technical, and industrial types of courses began to find their way into the community college curriculum.

During the 1940's, the Truman Commission on Education Beyond the High School presented some proposals regarding the two-year community college. The Truman Commission proclaimed that higher education must be made available to all, and published some very shocking statistics on the current situation of the post-World War II era. It recommended that the two-year college be used to meet many of the educational needs of World War II veterans.

During the 1950's, President Dwight Eisenhower established a Committee to study the needs of higher education, and again one of the major proposals that came forth as a result of that study advocated the establishment of many more community colleges throughout the country. This Committee recommended the community college as a sound means of extending educational advantages. Later in that decade, the National Education Association went on record supporting the right of all citizens to higher education, and recognized the obligation of society to provide this education. The instrument recommended for being the most democratizing agent of education was the two-year college.

During the last decade, the developments have been rapid and massive, gaining much of their momentum from the demands and efforts of individual local communities. One leading national educator is quoted as saying, "The community college is going down the educational freeway, hell bent for leather." Having found a tremendous amount of support and credibility in the eyes of the public, community colleges responded to definite needs and did so with a flexibility and a zest that has made them very acceptable to local communities.

Tremendous support has been directed toward the

community colleges by the Federal Government during the last decade, in that the Federal Government has given full recognition to the two-year institution by making it eligible to receive numerous federal aids and subsidies. Today the community colleges enroll more than 30 percent of all undergraduates in the United States, providing comprehensive community education which is within the reach of citizens geographically, socially, and economically.

A review of the stated philosophy of a cross-section of community colleges from various parts of the country reveals many common characteristics. The community college, in general:

1) Provides a transfer curriculum.
2) Follows an open-door policy.
3) Makes educational services available to the student where he is and where he needs them.
4) Offers occupational and career-directed training.
5) Provides adult and continuing education.
6) Provides remedial, or catch-up, programs.
7) Offers the opportunity for students to sample a number of alternatives (goal finding).
8) Functions at the center for community cultural activities.
9) Provides for avocational and general interest involvement.
10) Provides for recycling professional careers (retraining).
11) Directs its activities toward all social, cultural, and intellectual levels.
12) Provides all services at a minimal cost to the student.
13) Works toward people-centered goals.

II. The Development of Community Colleges in Alaska

In 1953 the Alaskan Legislature passed a bill providing for the establishment of community colleges in the Territory. The Legislature appropriated one hundred thousand dollars ($100,000) at this time to the University of Alaska for the implementation of the first community colleges. The first community colleges got underway in 1954, with the development of Anchorage and Ketchikan Community Colleges. In 1956, there was a community college established to serve the Juneau-Douglas area, and since that time, there have been five other community colleges established in the State. The establishment of these community colleges was the result of a long series of efforts in the Territory to meet the challenge of post-high school education for people living in areas geographically removed from the Fairbanks campus.

One of the earliest efforts to establish adult vocational community service oriented programs was made at Valdez in 1916, when the community established "the University of Valdez". This institution, organized by local residents, held classes throughout the community, using various community

buildings that were available; it employed local residents to teach all courses; it was locally financed and offered a variety of subjects. Although this institution was short lived, closing after two years of operation, it clearly demonstrated the need and desire of Alaskan residents for further education with a technical-vocational orientation.

In 1919 the State of Alaska took measures to encourage at least one kind of postsecondary education by offering a subsidy of one thousand five hundred dollars ($1,500) to any accredited high school wishing to introduce a two-year teacher's training course. Under this plan, the high school turned its twelfth year into the first year of the two-year school, and added a thirteenth year to round out the program. The public schools in Juneau, Ketchikan, and Anchorage activated this two-year program for teacher training. However, after three years, the Territorial Legislature withdrew its funding support and the program ceased to exist.

Over the years there have been strong advocates of programs of the community college type, first in the Territory, and later in the State of Alaska. Most were unable to influence the Legislature to take favorable action on such plans for postsecondary

education. Commissioner of Education Henderson, who did a great deal of research on the subject, presented much evidence supporting Alaska's postsecondary educational needs. However, the bill which he promoted in 1929 failed to pass the Legislature.

In 1947, Governor Ernest Gruening, before a joint session of the Legislature, made an urgent plea for the establishment of community colleges, but was unable to get the Legislature to act on his recommendations. He expressed the belief that the Territory's development could proceed much faster should training courses for various vocational-technical types of occupations be promoted in areas where people could take them without leaving their homes.

The University began to take the lead in behalf of community colleges during the Presidency of Dr. Terris Moore. Due to his efforts and the expressed needs of several communities in the Territory, the University Board of Regents passed a resolution in which it offered to provide to any community requesting it a program of postsecondary accredited courses. Passage of this resolution stimulated a great deal of activity. Much research and investigation was carried out, some of this by experts from outside the Territory, who were brought in and commissioned to make a

professional analysis of Alaska's postsecondary educational needs and problems.

Dr. S. V. Martorana, a leading expert in community college education, came to the State. His report defined specific areas in which community colleges could make a contribution to the educational needs of local communities removed from Fairbanks. The eventual outcome of these efforts was the preparation of a bill to be presented to the Territorial Legislature. The heads of departments on the University of Alaska campus, and other administrative personnel, took a very active part in the preparation of this legislation. They were briefed on the substance and responded with criticism and comment. General acceptance was found for the bill, and the bill was placed before the Legislature with the full recommendation of the Board of Regents, University administration, and various other groups from the Territory. The bill was passed early in 1953, and became known as the "Community College Act of 1953". This legislation served for nine years before it was replaced by Chapter 75, Article 6, Community College Act of 1962. Community colleges in the State today currently operate under the Act of 1962. The Act itself is notably brief when compared to the community college legislation in other states, but it provides a

very acceptable basis for the development, implementation, and the operation of community colleges in the State of Alaska. The legislation clearly delineates the specific responsibilities of the University and the local political subdivisions which enter into an agreement to form a community college.

Since the early 1920's, the thinking, research, and recommendations of many Alaskan educators and political leaders have been directed toward providing postsecondary education opportunities for all. This goal has often prompted leading educators and political figures in the State to express a belief that a statewide system of postsecondary education operated under the one University of Alaska Board of Regents could effectively meet the expressed needs of local communities. It has been their belief that the offering of university level courses and programs, in a wide variety of comprehensive vocational-technical education, could be offered to the most remote areas in Alaska. The trend toward comprehensive community college education is well-established. The historical basis exists for future development which will enable every citizen in a state, one-fifth the size of the continental United States, to be formally educated to his fullest potential.

III. History of the Local Events Leading to the Present Development of the Tanana Valley Community College

The present effort which is underway to establish a comprehensive community college in this area has not been an off-the-cuff effort. It has come about through the prompting and the solicitation of many different political, educational, and civic groups in the community. The progression of events leading to this present effort can best be viewed by looking at the various events which have taken place supporting the establishment of a community college.

The rest of this section documents the progression of events leading up to the present time in the development of the community college.

May 7, 1970 - September 23, 1970:

During this period there were numerous meetings of the Tanana Valley Community College Citizens' Advisory Board for the purpose of conducting a feasibility study and writing a report.

October 7, 1970:

The feasibility study report was transmitted to Dr. William R. Wood, President, University of Alaska, requesting

that Dr. Wood recommend to the Board of Regents that the Tanana Valley Community College be activated:

". . . .no later than September, 1971."
Source: Letter to Dr. William R. Wood, President, University of Alaska, from Fairbanks Citizens' Advisory Group
October 7, 1970

November 20, 1970:

A formal request was submitted by the Fairbanks North Star Borough School Board requesting that the University of Alaska establish the Tanana Valley Community College.

"The Board of Education concurs with the recommendation of the Fairbanks Citizens' Advisory Group that a community college should be set up no later than September, 1971, through the unification of the night extension courses of the University of Alaska and the night and adult education programs of the Fairbanks North Star Borough School District."
Source: Letter to Dr. William R. Wood, President, University of Alaska, from Fairbanks North Star Borough Board of Education
November 20, 1970

December 4, 1970:

Formal approval was given by the Executive Committee of the University's Board of Regents to establish the Tanana Valley Community College.

". . . .motion moved and seconded to approve officially the request of the Fairbanks North Star Borough Board of Education that a community college to serve the vast area of the Tanana Valley be established by 1 July 1971. The motion carried unanimously."
Source: Minutes of the Executive Committee University's Board of Regents
December 4, 1970

December 10, 1970:

Resolution No. 70-43, A Resolution Endorsing the Establishment of a Community College in the Fairbanks Area, was passed and approved by the Fairbanks North Star Borough Assembly.

> "Now, therefore, BE IT RESOLVED that the Assembly of the Fairbanks North Star Borough endorses projected cooperation between the Fairbanks North Star Borough School District and Board of Regents of the University of Alaska to bring the proposed community college into being."
>
> Source: Fairbanks North Star Borough Assembly
> Resolution No. 70-43
> Passed December 10, 1970

December 16, 1970:

Borough Assembly Resolution No. 70-43 transmitted to Dr. William R. Wood, President, University of Alaska.

> "To document its concurrence with the recommendations of the Fairbanks Citizens' Advisory Group and to endorse projected cooperation between the Fairbanks North Star Borough Board of Education and the University of Alaska Board of Regents, the Assembly at its regular meeting of December 10, 1970 unanimously approved Resolution No. 70-43, A Resolution Endorsing the Establishment of a Community College in the Fairbanks Area."
>
> Source: Letter from Mr. John A. Carlson, Chairman, Fairbanks North Star Borough Assembly, directed to Dr. William R. Wood, President, University of Alaska
> December 16, 1970

January 28, 1971:

The action of the Executive Committee of the University's Board of Regents was formally ratified by the University's Board of Regents.

"Regent Brundin moved, seconded by Regent Fate, to

approve officially the request of the Fairbanks North Star Borough Board of Education that a community college to serve the vast area of the Tanana Valley be established by 1 July 1971. The motion carried unanimously."

Source: Board of Regents Minutes
January 28, 1971

October 30, 1972:

There was reaffirmation that the School District should continue to support the development of the Community College.

"I have asked for and received the Board's confirmation and support of the concept of the Tanana Valley Community College."

Source: Letter from Dr. Bob Foutes, Superintendent, Fairbanks North Star Borough School District, directed to Dr. Don Dafoe, Vice President, Public Service, University of Alaska
October 30, 1972

February 7, 1973:

The Tanana Valley Community College Citizens' Advisory Board met to discuss the renewed interest in reviving efforts to bring about the implementation of the Tanana Valley Community College.

"Dr. Dafoe assured the group the community college concept is very much alive as far as the University of Alaska, the School District, and the Borough is concerned. Dr. Dafoe stated the University is in a 'holding position'. The Board of Regents had approved the concept of the community college and had sought some funding for the program."

Source: Minutes of the Tanana Valley Community College Advisory Board Meeting
February 7, 1973

Spring and Summer, 1973:

Numerous contacts were made between University of Alaska administrative personnel and the Fairbanks North Star Borough administrative personnel and Board, reviving interest in proceeding with the development and implementation of the Tanana Valley Community College.

July, 1973:

Funding was made available to provide for an Office of the Coordinator-Developer of the Tanana Valley Community College Developmental Study. It was the intent of this Coordinator-Developer Office to provide the necessary feasibility study and the necessary planning for the activation of the Tanana Valley Community College.

August, 1973:

Darroll R. Hargraves was appointed Coordinator-Developer of the Tanana Valley Community College Developmental Study.

October 9, 1973:

The Economic Development District for Interior Alaska went on record endorsing proposed efforts to implement the Tanana Valley Community College and stated that this implementation of the Tanana Valley Community College was one of their two top priority items.

". . . .the program will support the development of a community college serving the Interior to meet the Region's

educational needs."

Source: Goals and Priorities adopted by the Association's Regional Board of Directors at their special meeting
Memorandum to John A. Carlson, Mayor, Fairbanks North Star Borough, from Greg Thies, Executive Director, Economic Development District
October 9, 1973

November 7, 1973:

Newly appointed members of the Tanana Valley Community College Advisory Committee met for the purpose of the selection of officers and a general reorganization of the group to expedite a Tanana Valley Community College Developmental Study.

IV. Community Interest in the Development of a Community College

The assessment of community interest is a difficult task because, by its very nature, community interest is an intangible factor. Nevertheless, it is important that we come to grips with the problem and determine to whatever extent we can whether, in fact, there is an adequate interest in the immediate Fairbanks area and the surrounding Tanana Valley for the establishment of a community college.

Even though state law allows the establishment of the community college, many people in the immediate Fairbanks area have never realized that this law actually provides the basis for the establishment of a community college to serve this area. The citizenry at large of the local area does not fully understand the functions of a community college. People who have never lived in a location served by a community college may have no basis for being knowledgeable regarding potential services of a local community college. However, people who have experienced the benefits of a community college in other localities, readily detect the deficiency and may become critical of the University of

Alaska, Fairbanks, because they fail to understand the missions of the two entirely different kinds of institutions; i.e., the University on the one hand, and the community college on the other.

A woman recently relocated in Fairbanks from Anchorage called the Office of Academic Services, Division of Statewide Services, with a complaint that she and her husband were not able to pursue studies in locations and at times convenient for them. She expressed herself in the following manner:

> In Anchorage there were always educational opportunities in the evening and on weekends. There were large numbers of vocational-avocational courses that we could take according to our interests and desires. But, here in Fairbanks, there is nothing. My husband and I work regular shifts, and in Anchorage we had made attendance at the Anchorage Community College a big part of our lives; but here in Fairbanks, where the State has put so much money in buildings and construction of a campus, we find that there is almost no offering of courses in the evening and there is nothing that we can take on the weekends. What makes the difference?

This woman and her husband had learned from the experience in Anchorage the nature of the community service element and the intent of the community college to meet vocational, avocational, academic, and cultural needs of the local population; and they found it very hard to understand that in Fairbanks, where the main campus of the University had existed for many years, there was actually a deficit in the extent to which local community needs

were being met.

It must be recognized, however, that not everyone in Fairbanks has had the past experience which would help him to understand or appreciate the development of a community college in the immediate area; and until people have experienced some of the services and witnessed some of the ways in which the community college extends itself to the community, it is doubtful that they will fully understand the need or the reasons behind development of a community college where the four-year institution already exists. One thing is evident, a favorable community sentiment and interest is basic to success. Therefore, the University and the School District, in their efforts to develop the Tanana Valley Community College must disseminate information and stimulate public discussions on the proposed Tanana Valley Community College.

Full utilization should be made of the Advisory Committee as a vehicle for carrying the message of the community college to the area to be served. The Advisory Committee has the potential for reaching every area, and social level in the community. The extent to which its members understand and are familiar with the community college, its philosophy, and intent for the community, will determine the effectiveness of the presentation to the community at large.

V. Review of Pertinent Characteristics of Alaskan Community Colleges

The intent of this section is to provide certain basic data regarding other community colleges in various locations throughout the State of Alaska. All of these colleges are part of the statewide system of higher education under the governance of the University of Alaska Board of Regents.

ENROLLMENTS FOR ALL COMMUNITY COLLEGES

Chart I

Name of Community College	No. Courses Offered		Enrollments	Headcount	FTE
	Non-credit	Academic			
Anchorage Community College	55	472		10,556	2,552
Kenai Community College	48	70		407	50
Kodiak Community College	29	63		257	50
Kuskokwim Community College	6	74		173	35
Matanuska-Susitna Community College	23	46		415	57
Juneau-Douglas Community College	23	87		476	104
Ketchikan Community College	45	65		388	63
Sitka Community College	28	46		207	27

COMMUNITY COLLEGE STAFFING

Chart II

Name of Community College	No. Staff Headcount	No. Part-Time FTE	No. Full-Time	FTE
Anchorage Community College	429*	22	93	115
Kenai Community College	5**	10	0	10
Kodiak Community College	6	6	0	6
Kuskokwim Community College	5	2	0	2
Matanuska-Susitna Community College	58	4	0	4
Juneau-Douglas Community College	31*	4	14	18
Ketchikan Community College	12	5	5	10
Sitka Community College	4	1	12	13

*includes people involved in support for the Provost, Regional Offices, and Senior Campus - as well as Community College.
**vocational instructors included.

COMMUNITY COLLEGE FUNDING SOURCES

Chart III

Name of CommunityCollege	Appropriation - University of Alaska	Student Fees	State Department of Education*	Local Contributions Cash*	Local Contributions In Kind*	Local Contributions Total*
Anchorage Community College	$1,221,500**	$ 760,447				
Kenai Community College	180,500**	19,294				
Kodiak Community College	182,900**	19,152				
Kuskokwim Community College	108,800**	1,238				
Matanuska-Susitna Community College	91,000**	19,601				
Juneau-Douglas Community College	112,800**	40,783				
Ketchikan Community College	153,800**	24,221				
Sitka Community College	120,800**	10,121				

*this information not yet available
**Legislative Authorization

A great deal of information has been gathered regarding the curriculum, organization, administration, and staffing of community colleges at four locations in the State of Alaska. This information was gathered first-hand when the author visited the locations, and not only made inquiries concerning certain kinds of programs, but actually witnessed the workings of them.

CHARACTERISTICS OF FOUR
COMMUNITY COLLEGES IN ALASKA

Name of College and Its Location	Cooperating Agency	Administration	Facilities	Academic Programs and Courses	Misc. Additional Information
Anchorage Community College at Anchorage	Anchorage Borough School District	Director, and serving immediately under him: 1) Director, Div. of Academic Studies 2) Director of Community Services 3) Director of Vocational Education	Buildings on Main Campus. Much equipment & expendable materials contributed by Industry.	Assoc.of Arts Degree: Accounting, Aviation Tech., Behavioral Science, etc.	Adult Basic Ed. is provided & a high school diploma may be earned; extensive evening classes are scheduled.
Ketchikan Community College at Ketchikan	Ketchikan Gateway Borough School District	Director	Headquartered in modern buildings, also uses neighboring high school, docks, boats, etc.	Assoc.of Arts Degree, 33 courses, Fall, 1973	Community college director administers credit & non-academic programs in a region assigned to him by Southeastern Regional Provost. Here small remote villages have part-time coordinator who identifies needs & sets up courses.
Juneau-Douglas Community College near Juneau	Juneau-Douglas Borough	Director, and serving under him: 1) Coordinator of Social Sciences 2) Coordinator of Adult Basic Education (plans for added staff)	Headquartered in modern buildings with Southeastern Region Administration offices; uses school & other buildings for classes; Regional offices contribute support services-Library, physical plant, business office, registrar, institutional studies.	Assoc.of Arts Degree, 40 courses, Fall, 1973	Having a contract with the Borough rather than the Borough School District is unique, but it does enable the college to stay close to the money source; a new vocational building is being constructed, & a Director of Vocational Education will soon be appointed.
Kenai Peninsula Community College at Soldotna* *Has buildings & programs in both Kenai & Soldotna	Kenai Peninsula Borough School District	Director has direct charge of academic programs & supervises: 1) Administrative Assistant 2) Coordinator of Vocational Education	Vocational Education program headquartered in surplus high school. College uses various buildings both in Kenai & Soldotna for classes, equipment & supplies from State Dept. of Education, Industry, & MDTA	Assoc. of Arts Degree, 26 courses, Fall, 1973	Great emphasis is placed on making programs flexible, a Fall '73 class was scheduled to meet 8 days per month in order to attract fisheries & oil company employees from outlying areas.

VI. Curriculum

A wide variety of choices is possible in determining curriculum for the Tanana Valley Community College, and, in the numerous choices that must be made, the prevailing philosophy of those implementing the curriculum (in the context of desires expressed by the University of Alaska, Fairbanks and the Fairbanks North Star Borough School District) will weigh heavily. It is therefore important that there be a sifting and winnowing of ideas and philosophy before final decisions are made.

On the general purpose of the community college there appears to be agreement: The community college curriculum provides courses and other planned experiences and activities, presenting them in such a way that each student may realize his educational goal, whatever his specialized needs and desires may be. There are, however, various ways of achieving this purpose, and problems are numerous in deciding just what the curriculum will be for the Tanana Valley Community College.

At this juncture the immediate need is to establish a basis for discussion which will enable the entities involved in

planning (mainly the University of Alaska, Fairbanks, and the Fairbanks North Star Borough School District) to determine and clarify their positions in regard to what they recommend for inclusion in the curriculum of the Tanana Valley Community College.

Dr. Charles W. Lafferty, Dean of Statewide Services, on November 19, 1973, dealt with this need for a basis for discussion in a memorandum directed to Dr. Earl H. Beistline, Provost, and Darroll R. Hargraves, Coordinator-Developer of the Community College Study. The alternative models which Dr. Lafferty has presented should be studied and reflected on by all involved; they are expected to provoke a great deal of comment and discussion, the final outcome of which will be a good basis for determining the actual role of the Community College and the manner in which it will proceed to do the job determined for it.

November 19, 1973

TO: EARL H. BEISTLINE
DARROLL R. HARGRAVES

SUBJECT: Comments on the Administrative Organization and Curriculum for the Tanana Valley Community College

It is immediately evident that establishing a community college at Fairbanks is a quite different ballgame than has been confronted in developing the community colleges presently in being in Alaska. For Fairbanks, a major portion of the task will involve the consideration of bringing together programs operational with the Fairbanks

North Star Borough School District and the University of Alaska at Fairbanks. It is suggested that the Provost should make clear from the outset that whatever organizational realignments are made in establishing the TVCC, these will be so designed as to be least disruptive to existing U of A and FBNSBSD operations while providing for expanded and more effective opportunities for post high school education in the Northern Region.

I suggest that there are three general models for organizing and establishing the curriculum of the TVCC. Modifications within these general models are numerous. A few of the major possibilities evident to me are outlined.

I. Academic Orientation Model.

A. The TVCC, to assume responsibility for the first year (freshman level) courses offered at the U of A Fairbanks and all second year programs specifically oriented toward the associate degree.

Assume responsibility for the non-academic training provided on the Fairbanks Campus.

Assume responsibility for developing lower division academic credit, non-academic credit, and adult vocational training programs not now being provided in the Central Alaska area, but which are deemed to be needed.

B. Assume the responsibility for all first and second year (freshman and sophomore) education and training provided on the Fairbanks Campus.

Assume responsibility for non-academic credit courses, vocational-technical, and new programs as in IA.

C. Assume the responsibility for a limited number of academic credit courses presently offered on the Fairbanks Campus in the lower division. Such courses to be determined by the University Administration and governing body through consultation with students, faculty, the TVCC Citizens Advisory Committee, officials from local governing bodies and other interested citizens.

Assume responsibility for non-academic credit courses, vocational-technical, and new programs as in IA.

II. Vocational-Technical Plus Remedial Academic Programs Model.

A. Assume the responsibility for all adult training offered through the Fairbanks North Star Borough Career Education Center.

Assume the responsibility for the associate degree programs on the Fairbanks Campus.

Assume the responsibility for all non-credit adult training provided by the Fairbanks School District and the U of A Department of Short Courses.

Assume the responsibility for remedial academic programs including the related counseling services presently available on the Fairbanks Campus.

Assume responsibility for developing new vocational-technical training programs, non-credit short courses, and remedial academic education deemed to be desirable for adult education in Central Alaska.

B. Assume the responsibility for a limited number of associate degree programs presently offered on the University of Alaska Campus at Fairbanks as well as a limited number of the adult training programs provided by the Fairbanks Career Education Center. The number from each entity assigned to be determined by the appropriate administrators and governing bodies.

Assume responsibility for remedial academic education, non-academic short courses, and for developing new programs to be the same as IIA. However, it should be recognized that modifications could be applied here also. For instance, no responsibility assigned for non-academic credit training.

III. Vocational-Technical, Academic, and Remedial Academic Program Model.

A. Assume responsibility for all lower division courses

offered on the Fairbanks Campus, i.e. academic, associate degree, vocational-technical certificates, remedial academic, and counseling services.

Assume responsibility for all adult vocational training included in the Fairbanks Career Education Center.

Assume responsibility for all adult academic credit courses offered through the Northern Region Public Service on the Fairbanks Campus and through the Fairbanks North Star Borough School District.

Assume responsibility for developing new academic, vocational-technical, non-academic credit, and remedial academic programs as are deemed necessary for post high school education in Central Alaska.

Note: IIIA would be similar to the way the Anchorage Community College operates.

B. Assume the responsibility for first year education offered on the Fairbanks Campus plus all other responsibilities listed in IIIA. (No second year academic courses.)

C. Modification of any category of responsibilities listed in IIIA to partial assignment of programs as determined by appropriate administrative and governing boards.

A relatively brief study of the curriculum and organizational possibilities for the TVCC indicates that they are myriad. Even so, as was stated in the introduction, these tend to fall into three general categories as have been listed. It would behoove those directing the development of the TVCC to first determine philosophically which primary model is best suited to serve the needs of the Central Alaska area and then go on to spell out the most effective assignment of responsibilities under that model.

Administrative organization for the TVCC can be established away from the Fairbanks Campus, but within the immediate Fairbanks vicinity, in a closely cooperating position with the University of Alaska, Fairbanks, but not as an integral part of the University of

Alaska Fairbanks. Or

The Administration can be established as an integral part of the University of Alaska Fairbanks to exist as an additional college in the present organization.

Something to consider: regardless of the model selected, there may be the possibility of dreaming up a whole new concept for the organization and administration of the TVCC. A concept which I believe has not been established anywhere in the United States. Consider a TVCC integrated throughout the University of Alaska Fairbanks Campus and the Adult Education Career Center of the Fairbanks North Star Borough School District making joint use of faculty and staff in all of the colleges and the adult career center.

Finally, the time schedule for implementation of the TVCC will be important.

1. Is it all to be done in one fell swoop come July 1, 1974, or on some other date to be decided?

2. Or, will the TVCC, come to life over a two or three year period?

3. Or, will it get a start on July 1, 1974 with the idea that the implementation will be completed sometime in the indeterminate future whenever the time seems to be propitious?

CHARLES W. LAFFERTY
Dean

CWL/clp

VII. Concerns

> As our society grows more complex, and the frontiers of knowledge spread, individuals will seek increasingly varied educational experiences to meet their different needs.
>
> President's Committee Beyond the High School*

During the course of this study, it has become very evident that citizens in the immediate Fairbanks community, at the University and the Fairbanks North Star Borough School District, have questions pertaining to the development of a community college. The questions most often asked and which appear to be of major concern should be answered to the extent possible within the context of community college development across the United States, particularly as this development relates to the immediate Fairbanks situation. The answers presented here are not conclusive nor the final word; rather, the intent is to present some of the basic concepts that might be considered when answering these most often asked questions.

---

*President's Committee on Education Beyond the High School, Needs and Resources (Washington, D.C.: Government Printing Office, 1957), p. 22.

A. Who are the students served by community colleges and how are they served?

The community college is not just for "kids". People centered, the community college is an education resource center in which age is no object, and which has the district as its campus.

The community college with its academic, vocational, avocational, and cultural offerings should be as convenient to residents of the community as gasoline stations. When a person needs fuel to generate the means to reach his next destination, he can turn to the local community college.

The community college serves students as they progress through life, literally from infancy to old age, meeting various needs that they might have along the way. The community college student may, in fact, receive benefits of a community college before he is born, because his mother took a course in "Care of Infants" at the community college. His next contact may come at the age of two when he takes a swimming class for toddlers. At age four and five he may take some arts and crafts, dancing, or ceramics for preschoolers, all designed to develop his social and physical abilities.

All through grade school he may have contact with the community college by enrolling in various evening, weekend,

and summertime courses. During junior high years, he may enroll with the rest of the family members in a summertime course in outdoor living that takes the family with a number of other families into the wilderness for a week. During his high school years, he may take part in numerous cultural activities sponsored by the community college. After high school, he may enter the community college in preparation for employment or for transfer to the university. After he goes to work, he finds that by enrolling in a course in personnel administration, he can qualify for a middle management position. Later, our student may join a number of other people to request that a special course on the latest developments pertaining to tax laws as they apply to his business be offered. At any point along the way, he may become interested in basket weaving, boating, silver smithing, ceramics, book binding, mechanical drawing, silk-screening, business organization, insurance coverage, literature or philosophy courses, computer concepts, cobol, fortran, geochemical prospecting, automobile repair, home maintenance, bicycle maintenance, public speaking, chess, horseback riding, general home maintenance and repair, scuba diving, adult swimming, judo, physical conditioning, or obedience training for a pet. He can satisfy any of these interests, and become skilled in their

pursuit by taking courses at the community college. He may even decide to run for political office, and find that he needs a refresher course in state and local government. At the end of his professional career, the student may need a course to prepare him for retirement. He may even come to the community college for help in the things that he needs to know when drawing up his will. He may not be able to take a course that will help him die, but information that he can get from a course in estate planning might leave his estate in order for his heirs. Upon the recommendation of his personal physician, as a guard against senility, he may return to the community college for cultural, leisure time and social activities. He may even take a course in international politics, or he may choose a foreign language for tourists prior to "that trip abroad" that he always wanted to take, but for which he never before had the time. (At this point, we will graduate our student to the "great community college in the sky".)

The student's wife is not to be neglected during these years. She may take two years at the community college and transfer to the university for a Bachelor of Arts Degree in Liberal Arts. She may decide to drop out along the way and take a job, perhaps as a legal secretary. An intensive semester at the

community college provides her with the saleable skills needed to secure employment. When children come, she looks to the community college again for a course in child psychology. A course in consumer economics helps her in financial management of the home. She wants to know more about the "ins and outs" of the Watergate Affair, so she takes an evening course on "Watergate - What's Happening?". At any time along the way, she may enroll in special interest courses such as macrame, batik, guitar, spindle spinning, backstrap loom weaving, interior decorating, mushroom identification, and entertainment techniques for the gracious hostess.*

Thus with two people, we have illustrated some of the services which the community college may extend to potential students. The objectives which bring people to the community college are varied. They may be interested in acquiring academic degrees, achieving vocational proficiency, or merely satisfying the desire to learn.

All students at the community college should be treated as adults whose maturity and directed purpose must be allowed for in every operation of the community college. These students will respond coolly to time consuming encounters in registration, fee payment lines, and administrative red tape, as

*Each of the courses mentioned here has been offered on one of the University of Alaska campuses.

well as requirements and procedures geared to the assumed inexperienced adolescent. The community college must respond to its clientele as the buyers and consumers of services, which they are. In this day of accountability, the community college will be most successful when it recognizes the economy of dollar votes cast in its behalf.

B. Is a community college justified in Fairbanks when the University of Alaska Campus is already located there?

The utility of anything should be judged only in terms of the job it is supposed to do. If it does that job well it is good. It may be a very inexpensive, plain and simple tool like a corkscrew, but if it performs the function for which it is intended, it is of value. If it does not perform its function, no matter how much it costs, no matter how fancy its finish, no matter how handy the thing is for other purposes, in terms of its intended function it is not useable.

The community college must be judged in terms of the job it is designed to do, and that job embodies a concept and a philosophy which is different from the concept and philosophy of a four-year, graduate and research institution. Each has its own job to do, and each proceeds in a manner befitting the job. The

best way to ruin a good tool is to attempt to use it for a job for which it was not intended.

The question considered here has been asked before in a number of cities where public universities exist and has been answered in the affirmative in a number of places, in clear recognition of the desirability of having two kinds of educational institutions with different essential services which function as mutually complementary. Gainsville, Florida has the University of Florida and the Santa Fe Community College; at East Lansing, Michigan, there are the Lansing Community College and Michigan State University; in Seattle where the University of Washington is located, Seattle Community College has been established; in Champaign-Urbana, home of the University of Illinois, a public Junior College has been established; in Las Vegas, Nevada, there are the University of Nevada and Clark County Community College; and in Eugene, Oregon, are the University of Oregon and Lane Community College.

The community college and the four-year graduate and research institution perform different functions and serve different clienteles, but they should complement each other. The community college may offer freshman and sophomore courses together with a wide range of two-year vocational-technical and occupational

programs. The university may continue freshman and sophomore course offerings, but most certainly will concentrate on building strong upper division programs and high quality graduate and professional schools. Students entering the community college may enter a terminal program, but it is expected that many students completing the community college lower division credit programs will move into the upper division and graduate programs of the university. A surprising outcome in many communities has been that there was an increased enrollment of students in upper division graduate programs after the community college was activated. This feeder concept of the community college is an important aspect to consider.

C. Will the employment of part-time faculty weaken the community college program?

The number and variety of programs and courses offered by the community college makes it impossible to maintain a full-time staff that is adequate for meeting all of the various needs. Therefore, it has become prevalent around the country in states where community colleges exist to hire a large number of part-time instructional staff for the purpose of supplementing the regular program of the community college.

Many states, such as Arizona, California, Florida, require that all community college instructors, whether full-time or part-time, be qualified for certification by the state board of governance for junior or community colleges. In all cases, the part-time instructor should be chosen on the basis of his educational preparation and his experience. The employment of part-time instructors makes it possible for the community college to broaden the scope of classes offered. The student benefits from more flexibility in scheduling and the possibility that he will be exposed to a greater number of personalities.

The utilization of highly qualified part-time faculty, whenever full-time instructors are not available, meets the needs of both the student and the community college. The part-time community college instructor is often someone who is teaching only part-time. He typically is someone working in industry, perhaps in his own business, or in a government agency. Often extremely well qualified high school teachers find a challenge in teaching the adult student of the community college.

Part-time instructors from the work-a-day world bring the added benefit to the classroom of being exposed to their field of expertise on a daily basis. They tend to be very practical

minded, bringing material of immediate relevancy to the classroom and to the student.

D. Why not just incorporate some community college type services into the existing University of Alaska Fairbanks Campus?

To many people in the immediate Fairbanks area, this question is a major concern. It seems to be their concern that the effort to establish the Tanana Valley Community College is simply an effort to put in another layer of administration, perhaps build new buildings or even a separate campus; and so the question: Why duplicate the services, facilities and staff that are already on campus?

The answer to this lies mainly in the philosophy and concept behind the two existing institutions. The University of Alaska, Fairbanks, which is a four-year, graduate, research institution, established in the land grant tradition of universities, does extend itself all across the entire State of Alaska, with certain community service type programs. These programs have been under the auspices of the Cooperative Extension and the Division of Statewide Services, as a matter of administrative expediency, but they are really regional or local in nature and so do not fit well within the context of that administrative division.

In this program, there are numerous elements that could be extracted for transfer into the developing Tanana Valley Community College. So, in reality, there may not exist a duplication of services, merely a transfer of certain community service type programs out of the existing University of Alaska into the developing Community College. By the same token, a number of community service post-high school programs presently being offered by the Fairbanks North Star Borough School District could be transferred into the Community College.

Many experts in higher education question whether community service type programs should ever be incorporated into a university program. There is argument that the strongly academic function of the upper division, the graduate studies, research, and publishing of such an institution, is greatly diluted when certain community service type programs are integrated into the structure. Certainly any weakening of the existing baccalaureate degree, graduate degree, and research programs should be guarded against. The introduction of community service type programs to meet the immediate local non-credit and academic needs of the local citizens should not be allowed to weaken in any way the existing professional departments and research programs on the University of

Alaska, Fairbanks campus.

The junior or community college movement had its beginnings when such men as William Raney Harper at the University of Chicago was joined by other university presidents around the turn of the century in support of the creation of lower division institutions. It is interesting that the early junior community college movement had its beginnings with men who were strong academicians and whose concern was that the university commit itself to the primary function of advancing knowledge for the bachelor and advanced degrees but who, at the same time, sought to increase opportunities for education beyond high school for a wider segment of the population. Since these early beginnings in the junior college development, we have witnessed the inclusion of many vocational-technical type courses and programs which again are not academic. Should the resources and personnel in academic ranks be diverted from academic programs in order to make community college services possible, the eventual outcome would be that the bachelor's degree, graduate degree, and research would be hindered.

VIII. Where Do We Go from Here?

In the immediate days ahead, this study should proceed as follows:

1) Continue to receive input from Community College Citizens' Advisory Committee, University of Alaska faculty and administration, Fairbanks North Star Borough School District Board and employees, civic groups, and general citizenry in the community.

2) Determine alternative models for curriculum of the community college.

3) Determine alternative models for administration and staffing.

4) Prepare estimates of the number of students to be served, credit hours they will generate, and the number of FTE students.

5) Prepare estimates pertaining to the funding requirements of a community college.

6) Prepare a second preliminary report by February, 1974.

7) Prepare the final report by April 15, 1974.

APPENDIX A

October 7, 1970

Dr. William R. Wood, Phd., LLD, President
University of Alaska
College, Alaska 99701

Dear Dr. Wood:

Enclosed you will find the recommendations of the Fairbanks Citizen's Advisory Group, whose members have met on a biweekly basis since you appointed the committee in April of this year. None of the members of the committee are experts in the community college. Indeed, when the group was first constituted there were those who questioned the necessity of such an institution, deeming the educational needs of the community could be met within the scope of the work of the Fairbanks North Star Borough Public Schools and the residential programs of the University of Alaska campus. The group heard many witnesses representing many public agencies and community groups in the area. We studied the institution of the community college, adult night programs and junior colleges throughout the country and perused material from many sources. As our understanding of the needs of the community and the functions of the community college grew through our studies, the members of the Fairbanks Citizen's Advisory Group came to the unanimous conclusion that a community college should be established in the Fairbanks area to serve the Tanana Valley and North Central Alaska. Such a community college should be set up no later than September 1971 through the unification of the night and extension course of the University of Alaska and the night and adult education programs of the Fairbanks North Star Borough School District. The Fairbanks Citizen's Advisory Group therefore unanimously asks that you, President Wood, make such a recommendation to the Board of Regents of the University of Alaska at their October meeting.

The location of the University of Alaska in the immediate vicinity substantially affects the order of the priorities for a Tanana Valley Community College. It necessarily places greater emphasis on the vocational and adult educational needs rather than on the academic needs which can be met by courses at the university

campus. Many of the needs that a community college would be designed for are met by the extension program at the University of Alaska; vocational educational and adult education programs from the Fairbanks North Star Borough School District; and other public and private programs. Nevertheless, there are unmet needs as well as gaps in these programs and there is a great need for coordination and direction of these existing programs. This coordination can be supplied by the community college. The community college will thus be complementary and not competive to the purposes of the University of Alaska and/or to the public schools.

The priority of needs of community educational needs uncovered in the course of our study include the following:

1. Vocational Education
2. Adult Education
3. Academic Education
4. Community Service Education (Cultural, Avocational, and Retraining)

To determine the community response, we have undertaken to do a random sample questionnaire, a copy of which is enclosed as an appendix. The results of this random sample will be available to the Board of Regents shortly.

In closing, the members of the Fairbanks Citizen's Advisory Group would like to thank you for giving them the opportunity to participate in an experience that was both a significant and relevant educational experience as well as representing an opportunity to contribute significantly to the growth and stability of the Fairbanks community. Special commendation should be given to Dr. Niilo Koponen, who although not a member of the committee, did render valuable service in the compilation of the

report.

Sincerely yours,

Dr. George E. Taylor, Acting Chairman
Mrs. Darrell Baird
Mr. Denny Breaid
Mr. Frank Chapados
Mr. Brian Cleworth
Mrs. T. D. Dumas
Dr. Ancel Earp
Mr. Harold Hume
Reverend Joseph Laudwein
Lt. Colonel Olin J. Moore
Mr. Joe Oden
Mrs. Charles Parr
Lt. Colonel Herbert Rapley

REPORT OF THE FAIRBANKS CITIZEN'S ADVISORY GROUP

FOREWORD

Fairbanks serves the Northern and central interior of Alaska and seeks to fulfill the need for placing higher education within the geographical and financial reach of a greater number of its adult citizenry.

Frank Q. Session's Study of Fairbanks' North Star Borough, 1967, states that this citizenry is composed of greater than 40% minority ethnic groups, based on the household heads. Caucasians make up the remaining 58.8%. The Study further states that 25% of the household heads work only part of the year, and that there is a high relationship between seasonal work and poverty. Most of the Natives, Indians, and Eskimos are the poor. The lower-middle class are Black, and the Caucasians are the affluent. Fifty-five percent of the total population are unskilled, semi-skilled, or skilled, while the rest are professional or white collar workers.

A follow-up study of the Fairbanks area high school, the Smail Report of 1968, stated that minority groups have a greater drop out rate than the dominant Caucasian group. Citing Beaird, et al, the study found that the drop out was usually from a family of low socio-economic status, and from trade or labor occupations.

With various supportive references, the Smail study suggests:

(1) encouraging the drop out to continue education in a school different from the one with his initial failure.

(2) the development of more work experience programs with school credit.

(3) expansion of the availability of vocational, technical, and commercial training for these individuals.

(4) involvement of the total community resources in attempting to hold the students.

Fairbanks is dependent (40%) upon government agencies, the University of Alaska, and the two military bases for employment in the borough; hence, setting the requirements and need for employment in most technical and personal fields. Our area drop outs are not able to compete, obtain, and maintain jobs in these categories.

The Fairbanks area City Police and Alaska State Police are presently engaged in a campaign to contain drug and alcohol abuse. In recent years, our community has experienced a continual climb in drug and alcohol related offenses. Education concerning drug abuse is certainly a preventative measure.

The City Recreation Department is striving to set up programs that will help in providing for experiences that will nullify the age-old belief of a dichotomy between mind and body. All too often we consider recreation "play" and only for the very young.

The citizens of interior Alaska have a uniquely wide range of backgrounds and previous educational experience. Unique then is the need for more educational experiences for all of our inhabitants, White, Native, or Black; civilian or military; professional or casual laborer; young or old.

The university concept does not offer help to these persons and therefore there is a need in this community for a flexible "horizontal" educational program.

The adult, including recent high school graduates, who desire to begin taking courses which may eventually lead into degree work, has no counseling available and no coordinated effort in the field of adult education in the Fairbanks area to help them plan a meaningful program of adult studies. Adults are seeking both academic credit courses and non-credit vocational-technical courses not presently available in evening classes in the Fairbanks area.

THE FUTURE OUTLOOK

Since the end of World War II, Fairbanks has shown steady, predictable growth. Even without considering any efforts of the oil discoveries, it is reasonable to expect further population growth here. Acceleration brought by the construction of the pipeline and road will be temporary, but there are many more opportunities for expansion (such as refineries, by-products, etc.) at least some of which are likely to become a reality. The educational needs which are already great today will be acute tomorrow. Plans should be made at once for educational organization that can expand with population growth and with changing requirements.

CONCLUSION

In a modern community such as Fairbanks there should be available an institution or institutions to provide for the education of the members of the public who could profit by any or all of the following:

(1) A 2-year vocational program

(2) An adult education program for both those who did and those who did not finish high school.

(3) An academic program for high school graduates unable to continue in college but who may enter a four year college later or upon completion of two years.

(4) Community service courses (cultural, avocational, informational, special interest, etc.)

High school vocational training should be called PRE-VOCATIONAL TRAINING in many instances. It is actually designed to start the students on the road to earning a dignified living for themselves. Additional vocational training will be required when he does enter future employment.

Vocational training is often expensive but it is more costly to society to be burdened with a large number of the unemployables. Further, vocational training at the secondary level is less costly than that vocational training provided at the university levels which prepares our doctors, lawyers, engineers, or teachers.

There is a need for a much wider choice of vocational opportunities through training programs at the secondary level than are presently provided. The Fairbanks North Star Borough School System should ideally offer two or three times the number of vocational training programs as are presently available.

A community college complementing both the local university and the local school system could easily provide both the educational programs and the facilities necessary to offer and afford the continuing educational programs our local citizenry demand.

THE PARTIALLY PREPARED STUDENT

A second area of need is experienced by the high school graduate who feels vaguely that he should "go to college" but has no clear idea of what occupation for which he wants to prepare. This student needs a well-balanced academic curriculum and opportunities to sample various fields, together with effective vocational counseling. Though the university has been moving in this direction with its special group of counselors for interim students, the program is more of an extra effort to meet a local need than an integral part of the university. The mainstream at the university is composed of students seeking a bachelor's or graduate degree in their chosen fields and the undecided really do not fit a university pattern.

NON-UNIVERSITY ACADEMIC PROGRAM

The university concept of education is that of a formal

"vertical" interrelated series of courses leading to the awarding of a degree. Entry into such a course of study assumes certain educational prerequisites and standards; and once the course is begun, the choice of subject matter is governed by the degree requirements.

This concept does not allow participation by persons who have need of or desire a flexible educational program not leading to a degree. Examples would be the high school graduate who is undecided as to a career and needs educational counseling and "lead in" courses in various fields, the adult desiring basic training to up-grade his education. The last, including the uneducated and the high school drop out, has a special problem since he is reluctant or unable to return to high school level because of age or job requirements.

REPORT OF THE FAIRBANKS CITIZEN'S ADVISORY GROUP

EDUCATIONAL NEEDS IN A GROWING COMMUNITY

As a community grows, both the demand for and feasibility of formal education increases height and breadth. From the teaching of rudimentary reading and numbers at home or at a neighbor's, the progression through a multigrade schoolhouse, to a graded elementary school, to a small high school, to a large high school, provides increasing variety and specialization as well as higher levels of achievement.

The next step after a highly-developed high school system is usually a college. Since Fairbanks is the location for the state university, this community, it would seem, has a complete system. But there are large gaps in this system because the growth of the institutions has been like second growth timber; high but sparse, lacking in branches. We have in both high school and the university, high levels of instruction in a few subject areas but neither institution provides the breadth and variety needed by the local population. Even less are the needs being met for rural Alaskans in the great area north of the Alaska Range whose urban focus is Fairbanks.

The most obvious gap is in all forms of occupational training. Instruction for the majority of prospective jobholders is beyond the scope of our public school system and outside the purview of the university.

THE HIGH SCHOOL AS TERMINAL EDUCATION

The future demands of society preclude education from being considered terminal at any point in the individual citizen's life. However, for all practical purposes probably 30% of our youth terminate their formal education at the high school level for at least a period of three to ten years.

The citizen who leaves high school as a drop out or a graduate and is not employable becomes a negative element -- a

threat or a burden -- as far as society is concerned. The individual who cannot become economically productive will not just disappear. His economic needs will be met by welfare or his participation in anti-social activities. Thievery, dope, prostitution, or other anti-social activities may become the source of his economic support.

Our schools must provide vocational training compatible to the needs of the students who will terminate their education at less than the university level.

It should also be remembered that many students support themselves in college through the vocational skills gained earlier. Considering the terminal student as well as the student who needs vocational training in order to pursue education beyond high school, it is quite likely that forty to fifty per cent of the total high school population in this nation should have the opportunity to take some vocational training. The Fairbanks area should expose at least fifteen per cent of the 8th and 9th graders to some type of vocational training, as potential drop outs alone, and no fewer than forty per cent of the students in the 10th grade through 12th grade should have the opportunity for adequate vocational training programs.

RECOMMENDATIONS DRAWN FROM THE MINUTES OF THE FAIRBANKS CITIZEN'S ADVISORY GROUPS AND OTHER SOURCES

1. It is recommended that the community college should deal with youth or high school graduates who do not go directly on to an academic university and with the education needs of all adults 19 years of age or older.

2. A. It is recommended that the community college meet the need for vocational retraining due to vocational mobility and the developing demand for new skills. Vocational and occupational mobility is a feature of Alaskan life.

   B. It is recommended that an "open end" training system be set up on a local level with entry into courses determined by student interest and length of program determined by time of entry into the labor market. Retraining should be offered on a continuous entrance basis with programs ranging in length from a few weeks to a full 2-year associate degree program.

   C. It is recommended that para-professional courses be offered under this program.

   D. It is recommended that the technical training for the unemployed also be offered at a lower level, including starting with basic education.

   E. It is recommended by the Alaska State Manpower office that there be daytime classes for unemployed rather than only nighttime classes. Under the Manpower Development and Training Act of 1965, 100% of the funding was available for training but the student must have a minimum of 40 hours of training per week.

3. A. It is recommended that the community college make available an academic program for recent high school graduates unable to continue at the university level training immediately because of financial or academic reasons.

   B. It is recommended that the community college be able to

offer both academic and vocational-technical credit courses and non-credit courses.

C. It is recommended that the community college provide students with academic advice and trained psychological counseling.

4. A. It is recommended that education for self employment (small business, independent contracting, craft production, etc.) be provided.

B. It is recommended that courses be offered to meet the personal educational needs of people especially in the area of family and individual self improvement.

C. It is recommended that there be an adult education program for those people who did not complete high school.

D. It is recommended that the community college be "humanly oriented rather than academically oriented; oriented more toward teaching rather than research, or writing, except in so far as the research contributes directly to the learning process".

APPENDIX

FAIRBANKS CITIZEN'S ADVISORY GROUP

Mrs. Darrell Baird
5 Mile Badger Road
Fairbanks, Alaska

Mr. Denny Breaid
1008 10th Avenue
Fairbanks, Alaska

Mr. Frank Chapados
151 Third Street-Graehl
Fairbanks, Alaska

Mr. Brian Cleworth
1161 Sunset
Fairbanks, Alaska

Mrs. T. D. Dumas
1 Mile McGrath Road
Fairbanks, Alaska

Dr. Ancel Earp
402 Cowles Street
Fairbanks, Alaska

Mr. Harold Hume
202 Kody Drive
Fairbanks, Alaska

Reverend Joseph Laudwein
Monroe High School
615 Monroe Street
Fairbanks, Alaska

Lt. Colonel Olin J. Moore
Hdq. S-1 Adj.
Ft. Wainwright, Alaska

Mr. Joe Oden
1012 Pedro Street
Fairbanks, Alaska

Mrs. Charles Parr
6½ Mile Chena Hot Springs Road
Fairbanks, Alaska

Lt. Colonel Herbert Rapley, USAF
5351 B Coman
Eielson Air Force Base, Alaska

Dr. George Taylor
904 Galena Street
Fairbanks, Alaska

APPENDIX B

STATEMENT OF THE

TANANA VALLEY COMMUNITY COLLEGE

CITIZENS ADVISORY COMMITTEE

TO THE

LEGISLATIVE INTERIM COMMITTEE

ON HIGHER EDUCATION

The Tanana Valley Community College Citizens Advisory Committee would like to express its appreciation for this hearing - for the opportunity of discussing with you the post-high school educational needs of the North Central region of Alaska, which are of deep concern to us as well as to you. As you know, studies of these needs have been made for many years, of which some of the most recent are mentioned in the report made by this Committee in 1970. In preparing that report, we also conducted our own study of educational needs of adults in this area, especially those unmet by any existing programs. As we review our earlier report, we find that these needs are still unmet, and many are more acute now than they were in 1970. Let me review some of the most vital ones for you, briefly:

1) Despite the excellent programs underway in this new facility, the vocational-technical opportunities in the Fairbanks area need to be expanded at once to three or four times the present number of subjects, and extended to make possible the awarding of college level career certificates and two-year degrees upon completion of vocational programs. At present, residents of Fairbanks and interior villages must travel to Anchorage, and pay for temporary living arrangements there, in order to obtain technical courses for which there is enough demand here to offer them locally. The additional expense prevents many from getting the training.

2) At present, perhaps twenty to thirty different agencies are meeting as best they can various local needs for job training. There is a gread need for communication, coordination, and supportive services for these programs. Many are unaware of other programs which are related, and there is some duplication of effort. An umbrella-type of community college could provide information to these agencies and assist with providing facilities, training instructors, and many other essential details.

3) There is a need for the greater flexibility in providing vocational-technical training that a community college can provide. Such an organization is set up to begin a course at any time, end it when it is no longer needed, conduct it literally at any place and time that it is most convenient and appropriate, without regard to existing strictures such as entrance requirements, fixed curricula, credits, or degree programs. This flexibility allows, for example, a lack of concern for drawing a firm line between preservice and inservice training, so that the student might begin working before, during, or after his training course, while the course may be adapted to his changing requirements. It allows for a course to be easily adapted to the differing needs of a young worker preparing for his first job, or a man with many years' work experience who is upgrading his training or retraining for a different job. It can provide basic literacy courses for adults who need them, at the same time they learn a job skill.

4) At present, there is no opportunity to combine academic courses beyond the twelfth grade level with vocational training, and yet this is exactly what a great many young people need after high school. A good vocational course in bookkeeping might include a college level course in business law, for example; a student seeking a certificate as a child care aide might need courses in child development and nutrition; a two-year course for laboratory technicians might easily include freshman chemistry. Only a community college could provide such coordinated two-year courses.

5) About 10 percent of this area's working population

is unemployed, and the situation is not improving because most of these people lack saleable skills. Many are high school graduates with no vocational skills; many more are dropouts. All lack the same thing: A means of finding job training suited to their abilities and aptitudes. There is no place they can go to try out kinds of work; consequently, all of us know of jobless people who stumble into an isolated, specialized training program by chance and take the entire course (for which they may be quite unsuited) because they see nothing else available at the time. The usual result of this is failure to get or to keep a job after the course.

5) Some enroll in the University with no major and no plan for exploration of careers. Even if they consciously wish to explore, the university structure of separate colleges, each with its well-defined four-year program, does not lend itself to "shopping around". And it provides no chance at all to sample vocational and academic areas simultaneously.

A community college, on the other hand, can provide a student with a tailor-made program, which will meet his personal needs: Exploring possible avenues of employment, pursuing his special interests, and electing specific courses to eliminate his deficiencies. A student-centered institution can do this, where a curriculum-centered one cannot. Furthermore, there usually is, and should be, a strong emphasis on counseling at a community college, aimed at helping each student discover and develop his own strengths and interests. The counseling program of a university, by contrast, is organized from the assumption that most students know what they want to achieve, and its stress is on helping them achieve it.

6) A particularly large gap between public school and University still exists for the graduate of many rural Alaskan high schools, especially if he is Native. Despite the best efforts of special counseling services, Native students must simultaneously (a) adapt to a radically foreign life style, (b) fit themselves into a rather rigid academic structure, (c) become accustomed to being part of an impersonal mass, and (d) cope with courses frequently three to four years more advanced in difficulty (mostly due to language) than their most recent high school work.

Much of the near-impossible adjustment could be eased by the students' first enrolling in a community college. Here provisions would exist for bridging gaps in academic preparation, while more personalized program planning, a strong guidance program, and a smaller residential student body would help to reduce the shock of entering a large community.

7) There is need for existing expertise to be made available to the public. Both at the University and in the community there are individuals whose knowledge would be a great asset to others, but no vehicle exists to provide a way for them to teach the general public. Conversely, there is a great variety of subjects which local people would like to learn about, for which instructors could be found, but no agency at present is equipped to make the arrangements.

Much of the expertise needed in two-year vocational courses is right here in the community, but is not now accessible to the students who most need it.

Such are the principal needs we noted in 1970, which are increasingly acute today. But as we look at developments since then, especially in the Native Land Claims settlement and the impending oil pipeline, we can see several new areas of urgent need.

Native leaders in every Interior town and village now have enormous new demands made upon them, in the implementation of the land claims settlement. They need, right now, courses in public administration, accounting, business, and a host of other subjects tailored to their immediate and long-range requirements. If a community college were in existence in the Tanana Valley today, its representatives should already have met with Native leaders and designed courses to be given here and/or in the villages, to give natives the information and training they need. As it is, no existing institution can provide all such courses that are needed.

The future of the Tanana Valley and North Central Alaska has been a subject of much discussion, as it will be affected by the marketing of North Slope oil. One thing seems certain; there

will be enormous expansion in construction and related trades, even beyond the building of the pipeline itself, and expansion of every kind of distributive and service industry will result. Communications with northern communities will be increased, and there will be great changes in some of these villages. We can already predict many of the vocational programs we will require locally, such as hotel management and professional cooking and baking; but there must be the flexibility of a community college to perceive an immediate gap and provide courses to fill it with a minimum of delay. Without such an agency right here, workers will have to be sent to a distant school for training, and in the meantime the jobs will often be filled by the already-trained people who will immigrate to Alaska. It may be obvious at this point why the existing institutions cannot meet the needs I have outlined above, but I will summarize the reasons here:

The school district, as it is constituted by state law, is organized for giving credit courses only through the twelfth grade. It has neither the structure nor the power to grant college level degrees, or to offer college level courses. Its present program stretches the Fairbanks North Star Borough School District to its legal and financial limits.

The University is organized, necessarily, to grant four-year and graduate degrees, to do research, and to perform certain kinds of public service consonant with its teaching and research. To maintain its academic standards, it must be organized, like all universities, in colleges according to their disciplines and in research institutes, each of these subdivisions having a high degree of academic independence and self-governance. Though essential for a university's purposes, this arrangement is totally unsuited for a community college program. Such a program cannot be superimposed on a university; it requires an altogether different administrative approach.

The geographical area to be served by the proposed community college is logically defined as the area governed by the Tanana Chiefs, and the North Slope. These are related to Fairbanks by transportation, supply, and family bonds. It must be pointed out at this juncture that this great area is the only one in Alaska not now served by a community college. Community colleges now exist in Anchorage, Bethel, Juneau, Kenai, Ketchikan, Kodiak, Palmer, and

Sitka.

The Fairbanks area has, however, several advantages which will facilitate the institution of a community college. To begin with, there has been a great deal of study, thought, and preparation for this college over the years, which is being continued number of groups at present. Secondly, the efforts of the School District, University, and others to fill the post-high school gaps have resulted in a fund of experience and in able administrative personnel which will be valuable in the new enterprise. Finally, it will not be necessary to construct any new buildings in the near future, because there are existing buildings in the area which could be utilized for classrooms and dormitories. Indeed, one of the distinguishing characteristics of a community college is that it exists not as a set of buildings, a separate campus, but that it brings the learning out into the community in dozens of locations that are close to the people.

What is required, then, is not the building of a vast new complex, but a commitment to the principle of a community college, supported by enough funding for a small administrative nucleus to begin organization along these new lines described above. We sincerely hope that you, as legislators, will give North and Central Alaska your support in making this badly-needed college a reality.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 8 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION